## **Ms. Pichardo Global History and Geography ESL**

## **Nyack High School**

**Lesson Topic: Kingdoms of West African Kingdoms**

**Instructional Goals**:

* + Students will be able to explain the importance of West African civilizations and global trade routes.
  + Students will be able to explain how surplus of food leads to trade.
  + Students will be able to analyze the impact of Islam on African Civilizations and cultures.
  + Students will be able to synthesize why were gold and salt the most important goods traded.
  + Students will be able to explain how Timbuktu became a leading center of learning.
  + Students will be able to compare and contrast how African societies preserve their history.
  + Students will be able to list why all three trading empires developed in west Africa.

**Reading Strategy: Diamante Poem**

* Students will listen to Nas "I can" and analyze the lyrics to introduce them to the idea that Africa was advanced before the Europeans imperialized the continent.
* Using a pink highlighter, students will highlight interesting words, words they don’t know, and words they feel are linked to the West African kingdoms.
* Students look up definitions of unknown words.
* Using a yellow highlighter, students will highlight 20 words that make reference to any historical kingdom, nation or empire.
* Students choose 16 words to create their poem, arranging and rearranging, until they feel their poem is finished, working on word choice, word order, beginning and ending.
* Students transfer their chosen index card words onto the diamante poem template.

**Instructional plan:**

Group activity: The class will be divided into five groups. Each group will have four members and will be assigned one station. The topics for the stations will be History of West African kingdoms and trade, Religion, Salt and Gold, Language, and Timbuktu. Each student will be responsible for answering one question based on their individual station. Their job will be to explain their question to the class and come up with a creative way to make students remember their content.

Individual work: Students will have to present their question individually and will answer five regents multiple choice questions on the West African Kingdoms.

Nas- I can

Be, be, 'fore we came to this country   
We were kings and queens, never porch monkeys  
There was empires in Africa called Kush   
Timbuktu, where every race came to get books  
To learn from black teachers who taught Greeks and Romans  
Asian Arabs and gave them gold when   
Gold was converted to money it all changed   
Money then became empowerment for Europeans  
The Persian military invaded   
They heard about the gold, the teachings, and everything sacred  
Africa was almost robbed naked  
Slavery was money, so they began making slave ships   
Egypt was the place that Alexander the Great went   
He was so shocked at the mountains with black faces  
Shot up they nose to impose what basically   
Still goes on today, you see?   
If the truth is told, the youth can grow   
then learn to survive until they gain control